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ABSTRACT

This document is the instructor's edition of a learning module that is designed to be presented as an 8-hour workshop to help workers master the skills needed for effective writing in the workplace. It was developed by educators from the Emily Griffith Opportunity School. The workshop materials are designed to enable participants to do the following: apply the various steps of the writing process (planning, drafting, and revising) to their writing needs in the workplace; use principles of business composition (including direct language and positive tone); integrate principles of organization and formatting to produce and enhance business documents; and write collaboratively with other employees. The following materials are included: overview of the workshop's objectives and scope, instructor's notes, participant's package, and a list of resources. Included in the instructor's notes section are a workshop agenda, outlines for each of the workshop's two sessions, and answer keys to the participant handouts. The participant's package contains a workshop agenda and 22 handouts. Contains six references. (MN)

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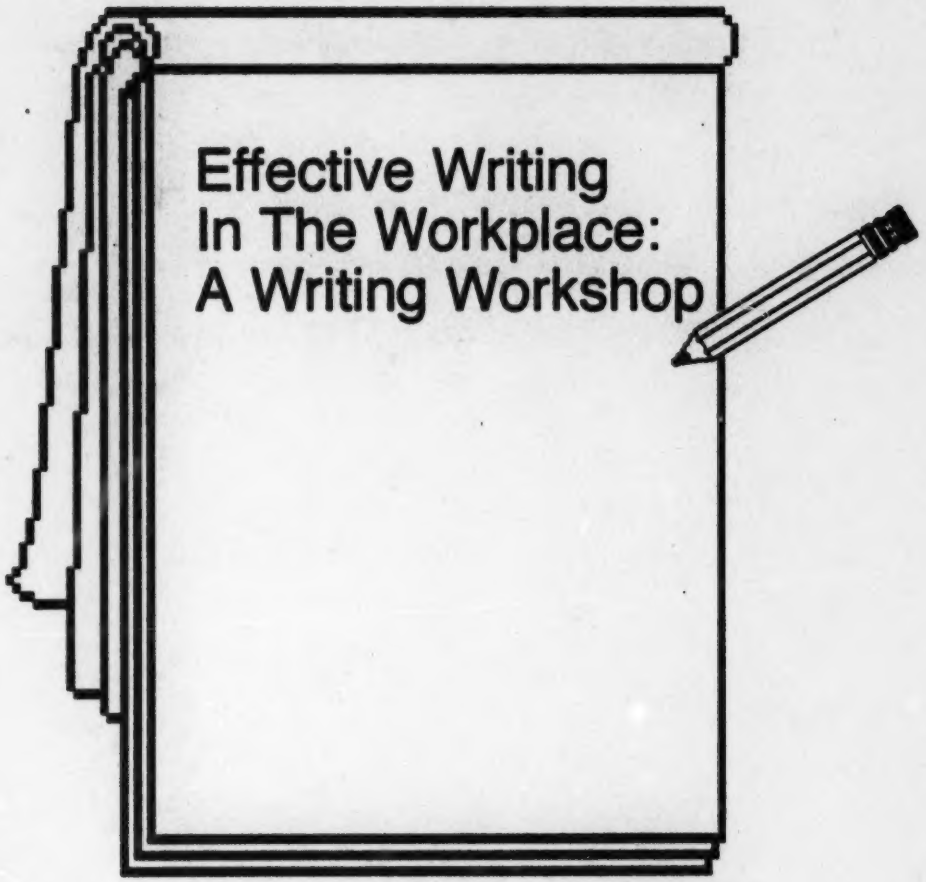

Effective Writing In The Workplace: A Writing Workshop

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June 30, 1994

CE 068 156

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EFFECTIVE WRITING IN THE WORKPLACE: A WRITING WORKSHOP

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Colleen Consol

June 30, 1994

INTRODUCTION TO THE WORKPLACE LITERACY PROJECT

This module was developed by educators from Emily Griffith Opportunity School as part of a National Workplace Education grant funded by the U.S. Department of Education. A cooperative effort between the business and education communities, the program was designed specifically to enhance employees' literacy skills.

Direct benefits to the workforce include improved morale and motivation, self-esteem, team work, and promotional opportunities.

We gratefully acknowledge the assistance of our partners. In addition we recognize all of the students who participated in classes and who provided us with invaluable feedback for strengthening future classes.

We hope partnerships such as these will provide the catalyst for developing new or continued on-site educational opportunities.

TABLE OF CONTENTS

Section	Page
Overview	iv
Instructor's Notes & Answer Key	1
Agenda	2
Session 1 -- The Writing Process	3
Session 2 -- Writing Workshop Applying The Writing Process	13
Answer Keys to Handouts	18
Participant's Package	29
Agenda	30
Handouts	31
Resources	57

OVERVIEW

The correlation between writing well and career success is well documented in business texts. The ability to write well demonstrates critical thinking skills, organizational strengths, and communicative competence. Business communities are increasingly committed to providing their employees with writing classes and/or workshops to develop or improve writing skills.

Workshop Objectives

After completing **Effective Writing in the Workplace: A Writing Workshop,** employees will be able to

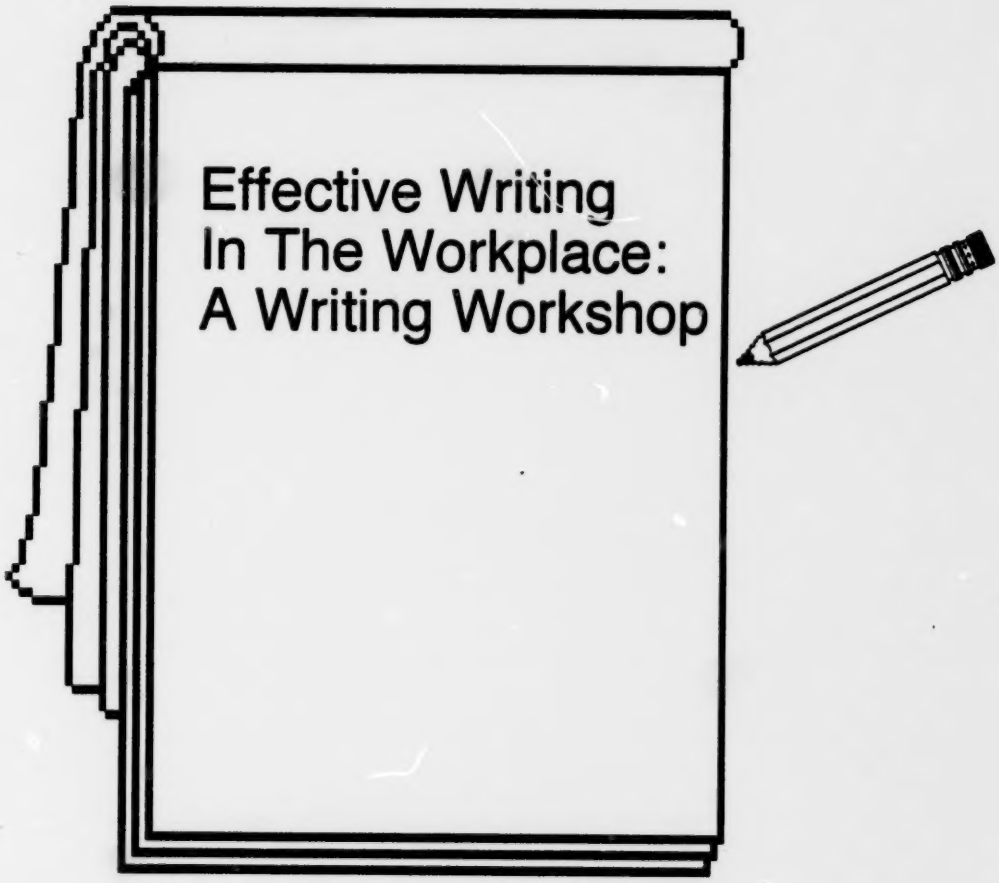
- Apply the steps in the writing process, i.e. planning, drafting, and revising to their writing needs in the workplace.
- Use principles of business composition which include using the active voice (and the passive where appropriate), direct language, and positive tone.
- Integrate principles of organization and formatting to produce and enhance business documents.
- Write collaboratively with other employees.

Curriculum Design and Application

This workshop is designed as an eight hour, all day workshop. However, to accommodate different schedules, the workshop may be divided into two, four hour sessions.

At the time employees register for the workshop, ask them to bring a current writing project (and any necessary supporting materials) to the workshop. Employees will complete their writing project in **Session 2.**

An **Agenda** is provided as a guide in implementing the curriculum. Carefully review the **Agenda** to ensure that the content areas and activities match the needs of a specific group of employees.



Instructor's Notes and Answer Key

AGENDA

Session 1

Introductions	10 minutes
Workshop Overview: Why Writing is Important	10 minutes
True or False Quiz	10 minutes
The Writing Process -- KWL Activity	15 minutes
Planning -- Team Activities	60 minutes
Drafting	5 minutes
Revising -- Levels of Edit	10 minutes
Active vs. Passive Voice (Team Activity)	20 minutes
Revision Exercises (Partner Activity)	20 minutes
B R E A K	15 minutes
Redundancies/Difficult Duos	60 minutes
Copyediting Exercise	30 minutes
Formatting Techniques	20 minutes

Session 2

Review of Writing Process -- Team Activity	30 minutes
True or False Quiz Revisited (Review)	10 minutes
Writing Assignment -- First Draft Instructor individually conferences with participants	45 minutes
Peer Editing -- (Partner Activity)	40 minutes
B R E A K	15 minutes
Writing Assignment -- Second Draft	30 minutes
"L" portion of KWL Activity	15 minutes
Workshop Evaluation	10 minutes

SESSION 1--THE WRITING PROCESS

Objectives:

- To provide an overview of the workshop and establish a workshop environment
- To introduce and discuss the writing process model
- To provide practice in the planning and revising stages of the writing process

Activities:

- Whole group discussions
- Team activities
- Partner activities
- Individual activity

Supplementary Materials:

- Handout Packet

Time: 4 hours

Activities	Instructor's Notes
	Introduction: Instructor briefly introduces himself/herself to class. Be sure to share personal anecdotes related to business writing.
Partner Activity: Participants pair-off and spend 15 minutes interviewing each other; answering such questions as name, department, job duties, hobbies etc. After 15 minutes, participants introduce their partner to the whole group.	**Workshop Overview: Why Writing is Important.** Bring the employment section from a current newspaper to class. Randomly select ads which ask for writing skills as requisites. This exercise will quickly reinforce the correlation between writing well and career success. The following list is the workshop objectives and what participants will be able to do after participating in this workshop. • Successfully use the writing process model in the workplace. • Apply principles of business composition, i.e. active voice (and passive voice where appropriate), clear language, and a positive tone. • Organize documents to increase their effectiveness. • Use collaborative learning skills.

Activities	Instructor's Notes
	Participants then complete the **True or False Quiz (Handout 1)** as a strategy to activate the participants' schema regarding business writing.
Individual Activity: Each employee completes the **True or False Quiz (Handout 1).**	
	Responses to the quiz will be discussed at the beginning of **Session 2.**
	The Writing Process: Warm-Up Activity. Have participants turn to the **KWL** activity **(Handout 2).** As a whole group, participants complete the **K** and **W** portions of the worksheet, using their prior knowledge of business writing. (The **L** portion will be completed in **Session 2** as a review activity).
Whole Group Activity: Participants complete the **K** and **W** portions of **Handout 2.**	
	The Writing Process: 3 Stages Have participants turn to the **Overview of the Writing Process (Handout 3).** Briefly discuss each stage (Planning, Drafting, and Revising).
Individual Activity: Each employee follows along as the instructor discusses an **Overview of the Writing Process (Handout 3).**	

Activities	Instructor's Notes
	The Writing Process: Planning Many people skip the planning stage of the writing process and think they can save time by beginning with a first draft. This does not save time; in fact, it adds more time to the drafting and revising phases. Approximately 40% of the writer's time should be spent in the planning stage.
Whole Group Activity: Participants discuss the **Prewriting Analysis Sheet (Handout 4)** with the instructor.	Have participants turn to the **Prewriting Analysis Sheet (Handout 4)** and discuss.
Individual Activity: Participants examine and take notes for **Prewriting Strategies (Handout 5)** and **Outlining (Handout 6).**	After determining the purpose and the audience for a document, the next step is to use prewriting strategies. Have participants look at **Prewriting Strategies (Handout 5--see instructor's copy)** and **Outlining (Handout 6).** When reviewing these handouts, use examples appropriate to the worksite. **Additional Prewriting Practice:** Instruct participants to turn to **Handout 7** without any instructions except "Do something with this list." Allow about 10 minutes for this activity.

Activities	Instructor's Notes
Team Activity: In teams of 3 or 4, have participants "Do something" with **Handout 7.**	**Follow-up Activity:** Have each team share what they did with the list. Did they find ways to organize the list; to create categories? Did they use any of the prewriting strategies.to complete this task? **The Writing Process: Drafting** After planning a document, the next step is drafting, i.e. writing a rough draft. At this stage, the important thing is to get the thoughts generated in the planning stage down on paper and not evaluate them or worry about spelling and punctuation. **The Writing Process: Revising** After completing the rough draft, the next step is revising the document by evaluating it at different levels. Discuss **Levels of Edit (Handout 8)** with participants.
Individual Activity: Participants examine **Levels of Edit (Handout 8)**	(The remainder of **Section 1** provides practice with **middle order concerns** (active vs. passive voice, precise wording, and overused words and phrases), and **lower level concerns** (punctuation). Then **Formatting** techniques will be discussed).

Activities	Instructor's Notes
	Middle Order Concerns: Active vs. Passive Voice. In business writing, the active voice is preferred. In the active voice, the subject performs the action. Use of the active voice results in more concise and direct documents. However, there are times when the passive voice is appropriate, e.g. when the doer of the action is less important than the action itself. On the chalkboard or overhead, provide at least five practice sentences, illustrating the difference between active and passive sentences. Then with a partner, have participants complete **Active and Passive Voice (Handout 9--see Instructor's copy).**
Partner Activity: With a partner, participants complete **Active and Passive Voice (Handout 9).**	
Whole Group Discussion: Class compares responses to **Handout 9**.	**Middle Order Concerns: Precise Wording.** Everyone is busy. Convoluted, pseudo-intellectual language offends and irritates people. Have participants offer some examples they have seen of pompous, wordy writing. Then have them complete **Revision Exercises (Handout 10--see Instructor's copy).**

Activities	Instructor's Notes
Individual Exercise: Participants individually complete **Revision Exercises (Handout 10).**	
Whole Group Discussion: Class shares responses to **Handout 10.**	
15 MINUTE BREAK	**15 MINUTE BREAK**
	Middle Order Concerns: Overused phrases and words. By eliminating redundancies, writing becomes more focused and user-friendly. With the class, make a list of redundancies they have seen in writing or heard in conversations. Then with a different partner, have participants complete **Redundancies (Handout 11--see Instructor's copy)**
Partner Activity: With a partner, participants complete **Redundancies (Handout 11).**	
Whole group discussion: Participants share responses to **Handout 11.**	
	Another area regarding word choice is difficult duos; i.e. those pairs of words that are often confused.

Activities	Instructor's Notes
	Divide the class into two teams (if the class has more than 24 participants, form 3 teams). Note the time and give the teams **10** minutes to complete **Difficult Duos (Handout 12).**
Team Activity: Each team collectively completes **Difficult Duos (Handout 12).** After **10** minutes, teams share responses in a whole group discussion.	
	Lower Order Concerns: Copyediting. Distribute the **Copyediting Activity (Handout 13)** and have participants individually complete the activity.
Individual Activity: Participants complete **Copyediting Activity (Handout 13).**	
	Using an overhead projector, make the corrections on **Handout 13** while participants correct their copy.
Participants correct their responses with the instructor.	
	Distribute **Proofreader's Marks (Handout 14), Sentences, Fragments, and Clauses (Handout 15-- see Instructor's copy for Page 2),** and **Commas, Semicolons, and Colons (Handout 16).**

17

Activities	Instructor's Notes
Whole Group Discussion: Participants examine **Proofreader's Marks (Handout 14), Sentences, Fragments, and Clauses (Handout 15), and Commas, Semicolons, and Colons (Handout 16).**	Give participants another copy of **Handout 13**. As a class, complete the handout again; only this time incorporate all the information on **Handouts 14-16.**
Whole Group Activity: Participants complete the **Copyediting Activity (Handout 13)** again but this time using the information from **Handouts 14-16.**	**Formatting**: Effective use of formatting in business writing increases a document's visual appeal and helps the reader organize and "chunk" the information. In formatting a business document, first remember the purpose of document. Then determine if your document follows an appropriate **M.O.D.--Method of Development (Handout 17--see Instructor's copy).**
Individual Activity: Participants take notes for **Methods of Development (Handout 17).**	

Activities	Instructor's Notes
	Next, create headings for each section (or paragraph, depending on the length of the document). **Handout 18, Some Common Headings Used in Business Documents,** provides some heading examples.
Whole Group Discussion: Participants examine and discuss **Some Common Headings Used in Business Documents (Handout 18).** Then **Handouts 19** and **20** are compared.	
	Now show participants **Handout 19** and the same memo formatted in **Handout 20**. This should give participants an idea of how to use methods of development and headings effectively in business writing.
END OF SESSION 1	**END OF SESSION 1**

SESSION 2 -- WRITING WORKSHOP APPLYING THE WRITING PROCESS

Objectives:

- To provide participants with practice and feedback using the writing process to complete a current writing assignment or project
- To review, use, and evaluate the writing process, levels of edit, and formatting guidelines
- To review and evaluate the workshop

Activities:

- Whole group discussion
- Individual activities
- Individual conferences
- Peer Editing

Supplemental Materials:

- Handouts
- Evaluation forms
- Certificates of Completion (if applicable)

Time: 4 hours

Activities	Instructor's Notes
	Review of Writing Process: Quickly review the major parts of the writing process, i.e. planning, drafting, and revising. Create 3 or 4 teams (depending on the number of participants). Have one person from each team choose a topic that's written on a piece of paper. The following are suggested topics: 1. Write a petition to your city council opposing _____. 2. Write an anti-drug slogan for an ad campaign. 3. Write a memo to all staff about a new time-off policy. 4. Write a letter to an old friend.
Team Activity: Teams select their topic, use prewriting strategies to create a rough draft, and present their rough draft to the class.	**Follow-Up Memo Activity:** After teams present their rough drafts, discuss what decisions they made in the writing process regarding purpose, audience, etc.

Activities	Instructor's Notes
	Review--True or False. Have participants look at their responses to the **True or False Quiz (Handout 1--see Instructor's Copy).** Discuss their responses and what corrections they made.
Whole Group Discussion/ Individual Activity: Participants review their responses to the **True or False Quiz (Handout 1)** and change incorrect responses.	
	Writing Workshop--First Draft Participants begin writing the first draft of a current writing assignment or project. (If some participants do not have a writing assignment to work on, develop a list of suggestions as an alternative source).
	While participants are writing, try to briefly conference with each one.
Individual Activity: Each participant writes a first draft of the assignment they have brought to the workshop.	

Activities	Instructor's Notes
	Peer Editing: Peer editing develops skills so participants can edit each other's work. After completing a first draft, introduce peer editing by modeling the **PQP** method on **Handout 21--Editing Techniques.** Also review the levels of edit **(Handout 8).** Then pair-off participants for the peer editing activity.
Peer Editing: With a partner, participants edit their first drafts, using **Editing Techniques (Handout 20)** as a guideline.	
15 MINUTE BREAK	**15 MINUTE BREAK**
	Writing Workshop--Second Draft Using the feedback they received in their peer editing conferences, participants write a second draft of their writing assignment.
Individual Activity: Participants write a second draft of their writing assignment.	

Activities	Instructor's Notes
	Review and Summary: Participants return to the **KWL** chart, **Handout 2.** Review the "K" and "W" portions; then complete the "L" section using participants' responses.
Whole Group Discussion: Participants review and complete the **KWL** chart, **Handout 2.**	
	Workshop Evaluation: Make any closing comments and then distribute the **Workshop Evaluation, Handout 22.**
Individual Activity: Participants complete the **Workshop Evaluation, Handout 21.**	
END OF SESSION 2	**END OF SESSION 2**

HANDOUT 1

TRUE OR FALSE

___F___ 1. The steps in the writing process are as follows: first draft, editing, and the final draft.

___F___ 2. Approximately 25% of your writing time should be spent in planning the document.

___F___ 3. Always use short sentences in business writing.

___F___ 4. In the editing process, your main task is to check the draft for grammatical errors.

___F___ 5. Good writers spend most of their time in the writing phase of the writing process.

HANDOUT 5

PREWRITING STRATEGIES

Freewriting -- Uncensored, private writing. An effective strategy to make the transition into the writing mode. In freewriting it's important not to worry about grammar or content. **Anything** is correct.

Brainstorming -- Another form of uncensored writing. In brainstorming whatever thoughts regarding a topic are written down. This may be done individually or as a group. Later these thoughts are further organized.

Treeing -- A graphic method of organizing the results of a brainstorming session.

TDC -- Another graphic method of organizing information.

Clustering -- A graphic form of a freewriting approach. Also called "mind mapping."

Incubating -- Thinking about what you are going to write. Although this method may appear unproductive, for some people it works.

Outlining (Formal or Informal)--See Attachment

Drawing -- Doodling. For some people, this is a form of freewriting.

HANDOUT 9

ACTIVE AND PASSIVE VOICE

In the following sentences, if the sentence is in the passive voice, rewrite it in the active voice and vice versa. **ANSWERS WILL VARY.**

1. The contract was broken by the agency.
   The agency broke the contract.

2. It was found that all claims were being suspended due to a computer error.
   The computer suspended all claims in error.

3. John presented the new product line to all three companies.
   The new product line was presented to all three companies by John.

4. It was requested by the member that his policy be terminated.
   The member requested to terminate his policy.

5. Payroll mailed the checks last week.
   The checks were mailed by payroll last week.

6. The media asked the new director many personal questions.
   The new director was asked many personal questions by the media.

7. The new guidelines are being printed by reprographics.
   Reprographics printed the new guidelines.

8. In 1983 the America's Cup races were won by Australia.
   Australia won the America's Cup races in 1983.

9. Mark Twain wrote many important novels.
   Many important novels were written by Mark Twain.

10. The financial statement was faxed to the manager.
    The accountant faxed the financial statement to the manager.

HANDOUT 10

REVISION EXERCISE

Make the following paragraphs more effective by eliminating the passive voice and unnecessary words.

1. It has been requested that a supply list for our department be developed to save secretaries time in ordering supplies. It has also been requested that we obtain a special cost center number for each department to use when they order their supplies.

> I suggest we create a supply list for our department and a special cost center number to save time and insure accuracy in ordering our supplies.

2. At this point in time, it is necessary for the healthcare industry to reexamine their basic and fundamental concepts and the way they are perceived by the public.

> The healthcare industry must now reexamine their fundamental concepts and public image.

3. There has been no significant change regarding this issue since my first original report of May 15. As the report states, it was decided by the new board members to tentatively drop the retiree luncheon due to lack of funds.

> As stated in my report of May 15, the new board members decided to tentatively drop the retiree luncheon due to lack of funds.

HANDOUT 11

REDUNDANCIES

Eliminate redundancies, make appropriate word choices, and then rewrite the following sentences.

1. At this point in time, it is our first and foremost objective to assess the fiscal implications of foreign imports.

   Our first objective is to assess the fiscal effects of imports.

2. Whether or not you meet your weight loss goals and objectives depends upon the final outcome you have established for yourself.

   Whether you meet your weight loss goals depends on the final outcome you have set for yourself.

3. The current status of the overall plan indicates a new breakthrough in computer technology.

   The plan indicates a breakthrough in computer technology.

4. In his personal opinion, the basic and fundamental problem with healthcare is that doctors don't make the welfare of their patients their first priority.

   He believes the fundamental problem in healthcare is that doctors don't make their patients their priority.

5. After they rendered a detailed examination of the spacecraft, the scientists made the recommendation to extensively restructure the space program.

   Scientists thoroughly examined the spacecraft and recommended a major restructuring of the space program.

REDUNDANCIES (cont'd)

6. In compliance with your request, please find enclosed a copy of your new insurance policy.

At your request, I have enclosed a copy of your new policy.

7. Input your social security number to receive assistance in completing your application form.

Enter your social security number to receive help in completing your application.

8. I would like to make a recommendation that we initiate a contract with Zinko Incorporated and terminate our contracts with other vendors.

I recommend that we begin a contract with Zinko Incorporated and end our other contracts.

9. The client's past medical history is confidential.

The client's medical history is confidential.

10. The secretary sent a duplicate copy of the tuition fees to the chairman of the committee.

The secretary sent a copy of the tuition to the committee's chairperson.

HANDOUT 12

DIFFICULT DUOS

In the following sentences, circle the correct responses.

1. The (affects, effects) of the drug on the nervous system are unknown. **effects**
2. All customer service representatives are instructed to answer the phone, "(May, Can) I help you?" **May**
3. Chicago is (farther, further) from Denver than Omaha. **farther**
4. I have (fewer, less) books than my sister. **fewer**
5. The gift shop received a large shipment of floral (stationary, stationery). **stationery**
6. (Irregardless, Regardless) of his excellent credit history, he was denied a mortgage loan. **Regardless**
7. The size of an engine (affects, effects) gas mileage. **affects**
8. I (implied, inferred) from her comments that she didn't like the performance. **inferred**
9. (Whether, Whether or not) you are successful in school depends on your degree of commitment. **Whether**
10. He likes houses (that, which) have basements. **that**
11. Gala apples are (different from, different than) delicious apples. **different from**
12. Her letter (implied, inferred) that a reorganization was imminent. **implied**
13. He is ill (due to, because of) stress. **due to**
14. The blouse and skirt (complement, compliment) one another perfectly. **complement**
15. Skiing well requires (continual, continuous) practice. **continual**

HANDOUT 13

COPYEDITING ACTIVITY

Note: Responses will vary depending on the texts/style guides consulted.

To: All Employees

From: Charles Jolley, Manger of Corporate Relations

Date: December 15, 1992

I want to thank all of you who participated in the recent Annual Giving Campaign. Because of your generosity, our company raised nearly $27,000. While our contributions will go a long way towards helping dozens of organizations and thousands of people in need in the Denver area, on a comparative basis, we reached only 72 percent of our goal.

As the Mile High Annual Giving Campaign chairperson, I've worked with a volunteer team to promote increased giving among Denver's corporate community. I feel a deep personal commitment to this year's campaign and hope our company can play a leading role.

The campaign was conducted in a short timeframe and was more low key than in past years. Some of you have told me you did not have the opportunity to contribute this year. If you would like to support this campaign, there's still time. Just complete the attached pledge form and return through interoffice mail by **January 5, 1993.**

Again, thank you for your generosity.

HANDOUT 15

Sentences, Fragments, and Clauses

Criteria for a Sentence

Has a subject

Has a predicate

Expresses a complete thought

Example: The employees (subject) enjoyed (predicate) the Christmas banquet. (statement expresses a complete thought)

Criteria for a fragment

Lacks a subject/predicate

Always refers to something incomplete

Example: Interviewed the candidate. (subject is missing; thought is incomplete)

Criteria for a clause

Group of words that has a subject and a predicate

The following are **2** kinds of clauses:

Independent clause: Group of words that has a subject, predicate, and expresses a complete thought. (An independent clause is a simple sentence when it stands alone.)

Example: The policeman blew his whistle (independent clause), and the traffic stopped. (independent clause)

Dependent (subordinate) clause: Group of words that has a subject and predicate but **the clause cannot stand alone.** A dependent clause depends upon the independent clause for its meaning.

Example: The cars stopped (independent clause) when the policeman blew his whistle. (dependent clause)

Practice

Circle the independent clauses and underline the dependent (subordinate) clauses in the following sentences:

1. Although a new safety program has been implemented, the number of accidents continues to increase.
2. I don't ski because I am afraid of heights.
3. When the wind finally stopped, we heard the bells ringing.
4. We heard the bells ringing when the wind finally stopped.
5. He spent a lot of time with his family after he retired.
6. Since we finished the project, we have more leisure time.
7. I memorized several poems when I was in high school.
8. When she receives the final draft, she will call you.
9. We painted the furniture, and then we raked the yard.
10. After two weeks in the repair shop, the microwave is broken again.

HANDOUT 17

4 MOST COMMON METHODS OF DEVELOPMENT (M.O.D.)

Note: If you would like more information on methods of development, consult a business writing text.

1. **Order of Importance**

   A. Most important to least important.
   Most common M.O.D. Bottom line on top.

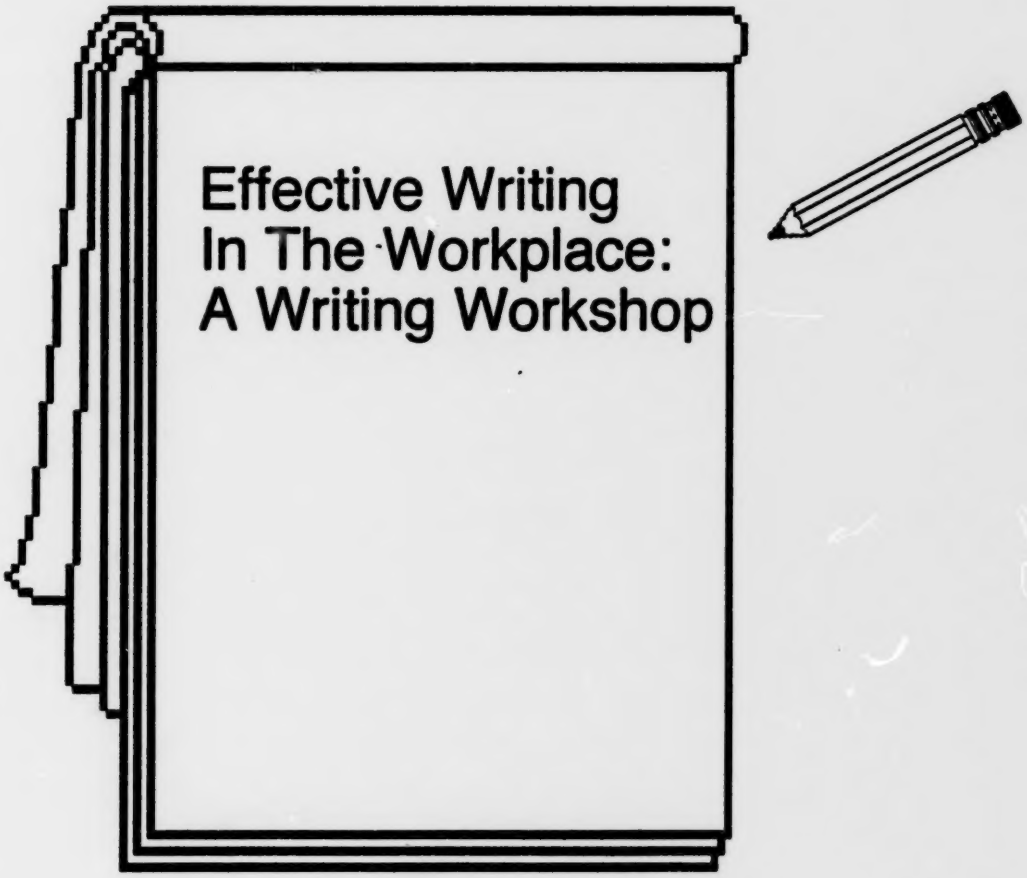
   B. Least important to most important.
   Bottom line at the bottom. Used when delivering bad news.

2. **Chronological**
   Arrange information in time, i.e. accident reports, progress reports.

3. **Specific to General**-- Use specific to general when your audience has little knowledge of the subject. Lead into (inductive method) the major point.

   General to Specific -- Audience has prior knowledge of the subject so writing concentrates on specifics and/or features (deductive method).

4. **Comparison/Contrast-- Advantages/Disadvantages.** When using this method, group the advantages of A and B together; then the disadvantages of A and B together. This makes your analysis of the information more accessible to the reader.



Participant's Packet

AGENDA

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"L" portion of KWL Activity	15 minutes
Workshop Evaluation	10 minutes

HANDOUT 1

TRUE OR FALSE

_____ 1. The steps in the writing process are as follows: first draft, editing, and the final draft.

_____ 2. Approximately 25% of your writing time should be spent in planning the document.

_____ 3. Always use short sentences in business writing.

_____ 4. In the editing process, your main task is to check the draft for grammatical errors.

_____ 5. Good writers spend most of their time in the writing phase of the writing process.

HANDOUT 2

K W L
for
Business Writing

K--Know	W--Want to Know	L--Learned

HANDOUT 3

OVERVIEW OF THE WRITING PROCESS

PLANNING

Determine Purpose

Determine Audience

Use prewriting strategies (free-writing, brainstorming, clustering, incubating, drawing).

Organize information (outlining, creating headlines).

DRAFTING

Write first draft

REVISING

Revise document (developmental edit)

Edit document (copyedit)

Write second or final draft

HANDOUT 4

PREWRITING ANALYSIS SHEET

1. PURPOSE

Why am I writing this?

Possible Reasons

to inform	to announce	to propose
to persuade	to analyze	to motivate
to recommend	to request	to instruct

If the reader forgets everything else, what one key point do I want remembered?

Is writing the most effective way to communicate this information? Would a phone call, meeting, or video conference be as or more effective?

2. AUDIENCE

Who will be reading this?

What does the reader know about the subject? If this is new information to the reader, what material must I supply to make it meaningful?

What is the reader's style, i.e. formal, conversational?

Is the reader familiar with the acronyms and jargon used by a particular business or agency?

HANDOUT 5

PREWRITING STRATEGIES

Freewriting

Brainstorming

Treeing

TDC

Clustering

Incubating

Outlining (Formal or Informal) See Attachment

Drawing

HANDOUT 6

OUTLINING

After completing your start-up strategies, i.e. brainstorming, post-it notes, questioning, it's time to create categories for the ideas you have generated.

After getting your ideas on paper, the next step is organizing them. Outlining, using either a formal, informal, or brainstorming format, is an excellent method to begin the organizational process. An example of the traditional format for outlining is as follows:

I. Introduction/Overview
II. Transitional statement
III. Main Point
    A. Subpoint
        1. Evidence
        2. Evidence
    B. Subpoint
        1. Evidence
            a. Sub-evidence
            b. Sub-evidence
        2. Evidence
IV. Main Point
    A. Subpoint
    B. Subpoint
    C. Subpoint
V. Main Point
    A. Subpoint
    B. Subpoint
VI. Conclusion

If you find the above format too rigid, you may find that the following informal outlining style fits your needs better.

1. Introduction/Overview
2. Transitional statement
3. Main Point
   - . Subpoint
   - . Subpoint
     - . Supporting evidence
     - . Supporting evidence
4. Main Point
   - . Subpoint
   - . Subpoint
5. Conclusion

HANDOUT 7

The following is a list of bumper stickers. Do something with this list.

Square Dancer
Work for It -- I did!!!
Archaeologists Will Date Any Old Thing
Nixon Now!!! Four More Years He'll Bring Us Together
I Found It!
Will Rogers Never Met Ronald Reagan
You Just Can't Beat Idaho Jack Rabbits
Have you dug...Wall Drug
Garden of the Gods
Since I've Given Up Hope I Feel Much Better
I'd Rather Go Fishing
Freeze Voter
Electricians Remove Your Shorts
My ex drives a Hyundai
Baby in Back
When God Created Man, She was Only Joking
Have You Hugged Your Banjo Today
Native
Life is a Beach
Have You Hugged Your Child Today
In Search of the Eternal Buzz
Eagles Forever
Everyone Looks Good After 2:00 a.m.
Visualize Using Your Turn Signal
Don't Blame Me--I Didn't Vote for Her
Bats Need Friends Too
A Woman's Place is in the Mall
Hate is not a Family Value
Kill Your Television
A Mind is Like A Parachute -- It Only Works When Open
Caution--Driver Applying Makeup
Upwardly Conscious
It's Time to Pull Over and Change the Air in Your Head
Prisoners of War -- Bring them home alive
A tiny speck in a ruthless universe
Happiness is Yelling Bingo
My Other Car is a Broom
My Karma Just Ran Over Your Dogma
Money isn't everything but it sure keeps the kids in touch

Adapted From: Thirteen *Weeks: A Guide to Teaching College Writing* by Irvin Hashimoto

45

HANDOUT 8

LEVELS OF EDIT

Higher Order Concerns (HOCs): Looking at the Whole

Focus:	Topic is clearly defined
Purpose:	Reason for writing is clear
Organization:	Follows a logical order

Middle Order Concerns (MOCs): Looking at the Parts

Run-on sentences	
Fragments	
Subject-Verb agreement	
Vocabulary	precise wording
Clichés	overused phrases and words
Verbs	passive voice; incorrect tenses
Pronoun	antecedent agreement
Vague pronouns and unclear references	

Lower Order Concerns (LOCs): Looking at the Fine Print

Apostrophes
Quotations
Spelling
Punctuation
Capitalization

HANDOUT 9

ACTIVE AND PASSIVE VOICE

In the following sentences, if the sentence is in the passive voice, rewrite it in the active voice and vice versa.

1. The contract was broken by the agency.

2. It was found that all claims were being suspended due to a computer error.

3. John presented the new product line to all three companies.

4. It was requested by the member that his policy be terminated.

5. Payroll mailed the checks last week.

6. The media asked the new director many personal questions.

7. The new guidelines are being printed by reprographics.

8. In 1983 the America's Cup races were won by Australia.

9. Mark Twain wrote many important novels.

10. The financial statement was faxed to the manager.

HANDOUT 10

REVISION EXERCISE

Make the following paragraphs more effective by eliminating the passive voice and unnecessary words.

1. It has been requested that a supply list for our department be developed to save secretaries time in ordering supplies. It has also been requested that we obtain a special cost center number for each department to use when they order their supplies.

2. At this point in time, it is necessary for the healthcare industry to reexamine their basic and fundamental concepts and the way they are perceived by the public.

3. There has been no significant change regarding this issue since my first original report of May 15. As the report states, it was decided by the new board members to tentatively drop the retiree luncheon due to lack of funds.

HANDOUT 11

REDUNDANCIES

Eliminate redundancies, make appropriate word choices, and then rewrite the following sentences.

1. At this point in time, it is our first and foremost objective to assess the fiscal implications of foreign imports.

2. Whether or not you meet your weight loss goals and objectives depends upon the final outcome you have established for yourself.

3. The current status of the overall plan indicates a new breakthrough in computer technology.

4. In his personal opinion, the basic and fundamental problem with helathcare is that doctors don't make the welfare of their patients their first priority.

5. After they rendered a detailed examination of the spacecraft, the scientists made the recommendation to extensively restructure the space program.

6. In compliance with your request, please find enclosed a copy of your new insurance policy.

7. Input your social security number to receive assistance in completing your application form.

8. I would like to make a recommendation that we initiate a contract with Zinko Incorporated and terminate our contracts with other vendors.

9. The client's past medical history is confidential.

10. The secretary sent a duplicate copy of the tuition fees to the chairman of the committee.

HANDOUT 12

DIFFICULT DUOS

In the following sentences, circle the correct responses.

1. The (affects, effects) of the drug on the nervous system are unknown.
2. All customer service representatives are instructed to answer the phone, "(May, Can) I help you?"
3. Chicago is (farther, further) from Denver than Omaha.
4. I have (fewer, less) books than my sister.
5. The gift shop received a large shipment of floral (stationary, stationery).
6. (Irregardless, Regardless) of his excellent credit history, he was denied a mortgage loan.
7. The size of an engine (affects, effects) gas mileage.
8. I (implied, inferred) from her comments that she didn't like the performance.
9. (Whether, Whether or not) you are successful in school depends on your degree of commitment.
10. He likes houses (that, which) have basements.
11. Gala apples are (different from, different than) delicious apples.
12. Her letter (implied, inferred) that a reorganization was imminent.
13. He is ill (due to, because of) stress.
14. The blouse and skirt (complement, compliment) one another perfectly.
15. Skiing well requires (continual, continuous) practice.

HANDOUT 13

COPYEDITING ACTIVITY

To: All Employees

From: Charles Jolley, Manger of Corporate Relations

Date: December 15, 1992

I want to personally thank all of you who participated in the recent Annual Giving Campaign. Because of your generosity our company raised nearly $27,000. While our contributions will go a long way towards helping dozens of organizations and thousands of people in need in the Denver metro area on a comparetive basis we reached only 72 percent of our goal.

As the Mile High Annual Giving Campaign chairperson, I've worked with a volunteer team to promote increased giving among Denvers corporate community. As a result I feel a deep personal committment to this years campaign and hope our company can play a leading role.

The campaign was conducted in a relativly short timeframe and was more low key than in past years. As a result some of you have told me you did not have the opportunity to contribute this year. If you would like to support this campaign there's still time. Just complete the attached pledge form fold and staple it and return through the interoffice mail by the end of this month.

Again thank you for your generosity.

HANDOUT 14

PROOFREADER'S MARKS

# - Add space	We boughta new car.	We bought a new car.
Awk	Awkward sentence	Rewrite sentence
≡ Capitalize	Susie attends wheaton college.	Susie attends Wheaton College.
∿ Change the order	We will tomorrow see you.	We will see you tomorrow.
⊂ Close up space	I cannot do it to day.	I cannot do it today.
⌒ Delete	I am am an avid reader.	I am an avid reader.
frag Frag	And the wind blows	The wind blows.
∧ Insert	He is new supervisor.	He is the new supervisor.
∧, Insert a comma	Jane, Bob and Tom arrived early.	Jane, Bob, and Tom arrived early.
⊙ Insert a period	Dr Gray is my boss.	Dr. Gray is my boss.
stet Let it stand; ignore correction	Jean has been a stet close friend for many years.	Jean has been a close friend for many years.
/ Lower case	He contacted the Committee.	He contacted the committee
⊏ Move left	You are not able to access the confidential information.	You are not able to access the confidential information.
⊐ Move right	Tommy's basketball team has never won a game.	Tommy's basketball team has never won a game.
¶ Paragraph	The stores are having a big sale this weekend.	The stores are having a big sale this weekend.
No¶ - No paragraph	The house was very large. no¶ It had five bedrooms!	The house was very large. It had five bedrooms!
sp Spell out	2891 Mason Ave	2891 Mason Avenue
____ Underline or italics	I just read Growing Up.	I just read Growing Up.
r-o run-on sentence	He was an interesting man r-o and he lectured throughout the world.	He was an interesting man. He lectured throughout the world.
ref pronoun reference error	Each of the girls has offered their ref help.	Each of the girls has offered her help.

BEST COPY AVAILABLE

HANDOUT 15

Sentences, Fragments, and Clauses

Criteria for a Sentence

Has a subject

Has a predicate

Expresses a complete thought

Example: The employees (subject) enjoyed (predicate) the Christmas banquet. (statement expresses a complete thought)

Criteria for a fragment

Lacks a subject/predicate

Always refers to something incomplete

Example: Interviewed the candidate. (subject is missing; thought is incomplete)

Criteria for a clause

Group of words that has a subject and a predicate

The following are **2** kinds of clauses:

Independent clause: Group of words that has a subject, predicate, and expresses a complete thought. (An independent clause is a simple sentence when it stands alone.)

Example: The policeman blew his whistle (independent clause), and the traffic stopped. (independent clause)

Dependent (subordinate) clause: Group of words that has a subject and predicate but **the clause cannot stand alone.** A dependent clause depends upon the independent clause for its meaning.

Example: The cars stopped (independent clause) when the policeman blew his whistle. (dependent clause)

53

PRACTICE

Circle the independent clauses and underline the dependent (subordinate) clauses in the following sentences:

1. Although a new safety program has been implemented, the number of accidents continues to increase.

2. I don't ski because I am afraid of heights.

3. When the wind finally stopped, we heard the bells ringing.

4. We heard the bells ringing when the wind finally stopped.

5. He spent a lot of time with his family after he retired.

6. Since we finished the project, we have more leisure time.

7. I memorized several poems when I was in high school.

8. When she receives the final draft, she will call you.

9. We painted the furniture, and then we raked the yard.

10. After two weeks in the repair shop, the microwave is broken again.

HANDOUT 16

Commas, Semicolons, and Colons

COMMAS

Eleven rules for using commas are as follows:

1. **Series:** Commas are used to separate words and numbers in a series. Be sure you insert the comma before the "and" in all instances. Example: We had chicken, salad, and chocolate cake for dinner.

2. **Direct Quotation:** Before a direct quotation, always use a comma to separate the quotation from the person stating the remark. Remember, the period, question mark, exclamation mark, and comma are all included inside the direct quotation. Example: Frank said, "I have to leave now."

3. **Unimportant Words:** A comma is used to set off unimportant words such as of course, therefore, however, I think etc. Example: Of course, this is just my opinion.

4. **Dependent Clause:** Use a comma after a dependent clause at the beginning of a sentence. Example: Because of his traffic tickets, his insurance premium increased 50 percent.

5. **Independent Clause:** When independent sentences are joined with a conjunction, the comma is placed before the conjunction. Example: The car gets excellent gas mileage, and it's in the right price range.

6. **Dates and Places:** Always use a comma to separate dates, cities, states, and countries. Example: She moved to 123 Main Street, Peoria, Illinois.

7. **Introductory Words:** Introductory words are separated from the rest of the sentence with a comma. Pronouns often follow introductory words. Example: Incidentally, she forgot the present.

8. **Parenthetical:** When a clause is used in a sentence and the thought is not important to the structure of the sentence, it is set off by commas. Example: My friend, a very gifted photographer, is traveling to Europe.

9. **Appositive:** Commas are used to set off an appositive in the sentence or at the end of the sentence. An appositive explains and/or identifies a noun it is near. Example: John, the gentleman seated next to you, is my neighbor.

10. **Direct Address:** Commas are used to set off a direct address. A direct address is when you are talking to someone and use his/her name or title. Example: Jean, did you hear about the party?

11. **Restrictive and Nonrestrictive Clauses:** Restrictive clauses are necessary for the sentence and require no commas. Example: He spoke to the woman who was giving the lecture. Nonrestrictive clauses are <u>not</u> necessary for the meaning of the sentence and require commas. Example: Mr. Jones, who is a former pilot, grows beautiful orchids.

SEMICOLONS

1. **Independent Coordinate Clauses:** Semicolons are used to separate independent coordinate clauses closely connected in meaning when <u>no</u> coordinating conjunction is used. Example: The secretarial staff meets on Monday; the operations staff meets on Friday.

2. **Coordinate Clauses joined by Transitional Words:** Semicolons are used between coordinate clauses of a compound sentence when they are joined by transitional words and phrases. Example: I want to go to the concert; however, I have no money.

3. **Coordinating Conjunction between Two Independent Clauses:** Semicolons are used before a coordinating conjunction (and, but, or, for, or, nor) between two independent clauses when either one or both have internal punctuation. Example: She ordered new carpet, drapes, and cupboards for the new house; but her order was lost.

4. **Introductory Words or List in a Sentence:** Semicolons are used before such words as for example, for instance, that is, namely, etc. that introduce an example, enumeration, or list in a sentence. Example: Many of our employee benefits will change this year; for example, the length of maternity leave will be extended.

5. **List Where Commas Are Insufficient:** Semicolons are used in lists where a comma is insufficient to separate items clearly. Example: Guests at the open house were Mrs. Jones, the past president of the Chamber of Commerce; Mr. Allen, the current president of the Chamber of Commerce; and Ms. White, the founder of Preserve Our Heritage Foundation.

COLONS

1. **List of Items or Details:** Colons are used before a list of items or details. Example: The following items are needed for the auction: chairs, programs, microphone, and lectern.

2. **Before an Appositive Phrase or Clause:** Colons are used before an appositive phrase or clause. Example: Our company's motto is: The customer always comes first.

3. **After the Salutation of a Business Letter:** Colons are used after the salutation of a business letter. Example: Dear Mr. Jones:

HANDOUT 17

4 MOST COMMON METHODS OF DEVELOPMENT (M.O.D.)

1. Order of Importance

   A. Most important to least important

   B. Least important to most important

2. Chronological

3. Specific to General
   General to Specific

4. Comparison/Contrast

HANDOUT 18

SOME COMMON HEADINGS USED IN BUSINESS DOCUMENTS*

Purpose of Meeting

Meeting Information

Action Requested

Importance of a Quick Decision

Advantages of _____

Disadvantages of _____

Recommendations

Overview

Issue Under Consideration

Implications of Study

Background

Summary

REMEMBER--YOUR CHOICE OF HEADINGS IS DETERMINED BY THE PURPOSE OF YOUR DOCUMENT

HANDOUT 19

MEMORANDUM

TO: All Division Secretaries

FROM: Kate Roberts, Program Chairperson

RE: TRAINING SESSION - 10/1/93

Date: July 1, 1993

All division secretaries are invited to attend a one-day training seminar on October 1, 1993. There will be twelve different training sessions covering areas of interest for all secretaries.

Where: Sheraton Denver Tech Center
4900 DTC Parkway
Denver, Colorado
Handicap Accessible

When: October 1, 1993
8:00 a.m. to 4:00 p.m.
Pre-registration at 7:30 a.m.

The registration forms and the $32.00 registration fee are due in the registrar's office by **Monday, August 29, 1993**. Since there is a limit on the number of participants for some of the classes, early registration is recommended.

If there is a need for a hearing-impaired interpreter, please contact me at 123-4567.

Our keynote speaker will be Judy Browning, owner of Seminars, Inc. and publisher of their quarterly newsletter. Ms. Browning was recently elected president of United Secretaries of America.

I look forward to seeing you at this exciting event.

HANDOUT 20

MEMORANDUM

TO: All Division Secretaries

FROM: Kate Roberts, Program Chairperson

RE: TRAINING SESSION - 10/1/93

Date: July 1, 1993

Announcement of Training Session

All division secretaries are invited to attend a one-day training seminar on October 1, 1993. There will be twelve different training sessions covering areas of interest for all secretaries.

Meeting Information

Where: Sheraton Denver Tech Center
4900 DTC Parkway
Denver, Colorado
Handicap Accessible

When: October 1, 1993
8:00 a.m. to 4:00 p.m.
Pre-registration at 7:30 a.m.

Action Requested

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Background Information

Our keynote speaker will be Judy Browning, owner of Seminars, Inc. and publisher of their quarterly newsletter. Ms. Browning was recently elected president of United Secretaries of America.

I look forward to seeing you at this exciting event.

61

HANDOUT 21

EDITING TECHNIQUES

PQP METHOD:

P = Praise	What is good about the writing? Why is it good? What doesn't need revision?
Q = Question	As the reader, what don't you understand?
P= Polish	What specific suggestions for the final draft can you offer the writer?

Adapted from "**Peer Response: Teaching Specific Revision Suggestions**" by Gloria A Neubert and Sally J. McNelis, *English Journal*, September 1990.

COMMENTS ON COMMENTS

The success of the editing process depends on how helpful the comments are to the writer. Please read and become aware of the following types of comments:

Vague Comments: Comments that are full of generalities. These types of comments offer little or no specific direction for revision. Examples of vague comments are, "I really like it.", "Good job!", or "I like the ending."

General, but Useful: Comments that are still too general but provide some direction for revision. An example of a general, but useful comment is, "Describe your skills in more detail."

Specific: Comments that provide the writer with specific direction for revision. Examples of a specific comment are, "What kinds of computer software can you use?", "How extensive is your accounting experience?", and "It's not clear why you left your last job."

HANDOUT 22

EVALUATION FORM

Name of Workshop: _____

Date/Time of Workshop: _____

Instructor: _____

Please answer the following questions. Your responses will be used to evaluate and improve the quality of instruction in the future.

1 = Strongly agree 2 = agree 3 = disagree 4 = Strongly disagree

1. The content of the workshop was presented in a clear, understandable manner.
   1 2 3 4

2. The materials (handouts) used by the instructor were appropriate and useful.
   1 2 3 4

3. The skills learned in this workshop will be helpful in my on-the-job performance.
   1 2 3 4

4. 8 hours was sufficient time to adequately cover the content presented in the workshop. If not, how much time would you suggest?
   1 2 3 4

5. I would recommend this workshop to a fellow employee.
   1 2 3 4

6. What activities did you enjoy the most in this workshop?

7. What activities did you enjoy the least?

8. How would you rate the delivery skills of the instructor?

9. What was the most useful part of this workshop to you?

10. What follow-up activities to this workshop would you suggest?

RESOURCES

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